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THE CEA CRITIC

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Language Study On Radio and TV

Radio and television work in language and linguistics can be very time-consuming but also quite rewarding. Last year, October, 1958, through January, 1959, I gave a semester television course of sixteen weekly half-hour lectures over Boston's educational station WGBH-TV (Channel 2) under the title **Language and Semantics.** Although the emphasis of the course was on English, I used the comparative approach, drawing heavily upon the nine or ten ancient and modern languages that I have studied. Phonetics and phonology played a conspicuous part in the course. I discussed such topics as the nature and influence of the stress accent; Grimm's and Verner's Laws; assimilation, umlaut, and dissimilation; folk etymology; multiple negatives; hyperbole or exaggeration; reptition; changes in meaning — generalization, specialization, transference, elevation, degeneration, euphemism, etc.; the numerals one through ten in ten Indo-European languages; regular semantics versus General Semantics; correlations among vocabulary, intelligence, and success; picturesque origins of certain words. One evening near the end of the course I had as guest my old teacher of 25 years before, Professor Joshua Whatmough, head of the department of linguistics at Harvard and also linguistic editor of the **Encyclopaedia Britannica.** I had done much of the work for my A.M. degree (Harvard, 1932) under him, and I had received my Ph.D. degree (Harvard, 1936) under him. So one of the greatest pleasures, as well as one of the greatest honors, of my life was his appearance with me on television. He discussed for us (1) the question of relationship between language and thought, (2) the Whatmough theory of Selective Variation, and (3) the automatic translating machine being developed at Harvard. Such was the course. I was delighted with the hundred or so letters and cards that reached me concerning it; they came from four or five of the New England States and from one or two states beyond.

But much more far-reaching, at least with reference to variety of program, audience - participation, geographical range, and, I suspect, number of people actually reached, is my present radio work on Bob Nelson's **Program PM** over Westinghouse stations WBZ (50,000 watts, Boston) and WBZA (1,000 watts, Springfield). At first I gave quarter-hour weekly talks, shortly after 9:00, Thursday evenings, under the title **This Language of Ours,** an old one which I had used in radio for over two years, 1940 - 1942, in Georgia, while teaching there. After about ten such talks we

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TV College: Extension of Higher Education

By means of television the Chicago City Junior College has extended its walls to include millions of living rooms in a metropolitan area with a radius of 90 or more miles. TV College is the Chicago City Junior College of the air on WTTW, Chicago's educational Channel 11. Since 1956, regular college courses have been offered for credit, using standards for teaching and student achievement equivalent to classroom work.

Nine telecourses totaling 29 semester hours are offered in evening hours; eight of these courses are repeated in afternoon hours by kinescope or video-tape. All told, Chicago viewers can tune in the equivalent of 51 college classroom sessions per week.

BUREAU OF APPOINTMENTS

The CEA Bureau of Appointments is maintained at Upsala College as a service to CEA members. The only charge, in addition to national CEA membership, is $5.00 for a twelve-month registration. Registrants who are not CEA members should include with their registration fee the annual membership fee of $4.50 ($2.00 annual dues, and $2.50 annual subscription to **The CEA Critic.**) Registration does not guarantee placement. Prospective employers are invited to use the service of the CEA Bureau of Appointments. (No Charge.)

TV College enrollment has averaged nearly 1300 credit students and over 3500 persons on a non-credit basis each semester. Since its inception, there have been approximately 10,000 individual registrations for credit in over 18,000 course registrations. Non-credit viewers (those who sent in a dollar for a study guide) swell these totals to over 40,000 individual registations and approximately 65,000 course registrations.

TV College students average 35 years of age. The typical student is a highly motivated and energetic college student. In the three years ending June 1959, a large number of controlled experiments have shown that TV College students do work equal to or better than classroom students of equal ability. About 7 of every 10 TV students who start a course remain throughout the semester and receive a final grade.

TV College students ordinarily attend one of the branches of the City College from three to eight times during the semester for conferences and examinations. If all television students were to be served by conventional instruction, an additional building of considerable size would have to be built at a cost of at least $1,000,000.

One hundred and forty students who have taken some work via TV College have graduated from the Chicago City Junior College with the Associate in Arts degree. On the average, one-half of the two years work is taken in TV College. Sixteen students have completed their entire two years of college work via TV College. TV students have earned more than their share of scholastic honors.

Unique services afforded by TV College are college educational opportunities to prisoners at Joliet and Women's Reformatory at Dwight. Another group who could not be served by any other means are handicapped and hospitalized students including patients in Veterans' Hospitals. Each semester almost 100 students are included in the latter categories. Professional proctors administer examinations where the student is located. All examinations are prepared and grades awarded by the Chicago City Junior College staff.

Offerings in television have included basic courses required for the Associate in Arts degree and electives selected to provide maximum service to degree bound students as well as those who wish specific courses for vocational or cultural advancement.

Basic rhetoric courses, English 101 and 102, have been presented in almost every semester. Electives from the language arts field offered via television include Literature, Speech, Business English and Developmental Reading.

For each of these courses a detailed study guide was prepared by the television teacher prior to the initiation of broadcasting. These were made available to the students to serve as a statement of objectives, an outline of the course, a detailed specification of assignments and procedures and as a means of providing the students with research papers on materials not easily secured in libraries.

The television teacher is supported by section teachers in the several branches. Both TV teacher and section teacher hold telephone conference hours to make it possible for the students to receive answers to their questions concerning the content of the course or the grading of assignments and examinations.

The costs of offering this kind of instruction vary with the type course. Skill subjects like English 101 and 102 require the assignment of reasonably heavy loads

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THE CEA CRITIC

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WANTED
THE LONELY GREAT ONES

Membership is a perennial problem for the CEA, one that derives inevitably from the nature of the Association as a congeries of independent individuals. Since the CEA does not provide an arena for the power elite among English teachers — administrators, supervisers, chairmen who can pressure or cajole whole departments to join at once—it is doubtful that we have 100% membership in any college English department in the country, unless there is a one-man department somewhere which is in our pocket. Nor do we provide an annual world's fair of specialist research, where papers written to be printed are droned hopefully in the presence of a few interested persons washed over by a tide of coming and going, old friends hailing each other, and tired wanderers catching up on the **Tribune** or the **Times**. The CEA's concerns are with the individual scholar—as faculty member, as teacher, as enfranchised citizen of the universal republic of letters. It must attract its members one by one, and it must keep its members by a meaningful and effective concern for the concerns of each one.

Throughout its history, CEA's voice has been most often the voice of a single unsilenceable individual saying "No." "It isn't right," firmly asserted and persistently maintained, has often been taken as obstructionism and even radicalism; but the causes generated within the CEA have seldom been lost causes, whether they have been that scholarly associations are also associations of teachers and must assume responsibility for teaching, that dignified means ought to be provided for young people to negotiate for their positions, or that the professor of English is a member of a community—an industrial and a commercial society within which humane letters and all humanistic disciplines are necessary and relevant. Far from being lost, these causes have been picked up by other and larger organizations and given wider circulation—though certainly no more vital meaning—than the limited human resources of this Association has given them. We need not bridle at the wry characterization given to the CEA more than once: the unpaid idea-men of the profession.

Yet membership is still a problem for us. The scholar-teachers of the CEA—the national association and the regional both—will always be too few in number and too irregularly associated with power and prestige to depend upon these forces to sweep a tide of new members to us. The prestige of the Association is at this moment perhaps at its highest, and CEA representatives are respected advisers at many conference tables where the CEA faces are relatively new apparitions. But we still face the brutal fact that in the mass-production enterprise English teaching has become in higher education today, the stubborn individual who does not agree that all is well (except some small thing that can be cured by an administrative directive) is not much more numerous than he ever has been. And graduate education in English, of which CEA committees have been consistently critical and to which they have often been downright hostile, is not such as to breed many like him.

There are things we can do to maintain a flow of new members. The December, 1959 **Critic** provided a membership application envelope for each member to hand to a likely acquaintance—a sort of "each one reach one" campaign. This kind of thing must go on from day to day and week to week, for the fish we are angling for are not the common sunfish or perch that nibble at every floating bubble, but the lonely great ones that lurk in shadows.

The Association as a whole must move selectively toward those issues which still cry out for resolution, but which no individual can resolve by himself—real issues of real moment. The whole graduate English program is turning out young people anesthetized against the classroom and tranquillized to endure professional indignities in freshman programs so organized that the young scholar finds himself entangled in an operation which resembles nothing so much as a cattle drive in a TV western: a trail boss ("Director of Freshman Composition") hires a crew of wranglers to move a reluctant herd to the railhead; once there, he delivers the cattle, pays off the crew, and goes back for another herd.

CEA has never approved of this evasion of scholarly responsibility, does not consider it humane, and never will accept it. We must make sure that the young scholar knows this about us. CEA does not feel that either its own appointment bureau or the annual slave-market of the MLA has solved the problem of dignifying access to the profession, and it is actively planning a more effective, year-round attack on the problem. We must make sure that the young scholar knows that, too.

We must make sure that all college English teachers know who we are, what we are for and against, and what we do about it. We do not quail before the size of a problem, as our history shows. We do not wait for the popularity of a problem, either. Reform is never timely; it jumps the gun on readiness, and on general awareness. CEA is quick to assert that an evil is an evil and should be rooted out. The more widely that fact is known, the more easily will concerned scholar-teachers find their way to us.

Donald Lloyd

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PUT OUT THE LIGHT?

This year, through the grace of a research fellowship from the Southern Regional Education Board, I have been able to spend in studying Honors programs for gifted and superior college students, especially in the South but also anywhere in the nation.

The movement toward Honors programs could be the more blessed development for good teaching that has happened in higher education in this centnry. It could be; but it won't be unless . . . .

I attended an Honors class in literature at a major state university. The professor was exciting and well-informed, making a valid synthesis of a wide range of materials. The students were keen and were rewarded by the course. When I had coffee with this professor after that class, did he tell me how exciting and rewarding the experience was to him? He did not! He complained that he would have to stop this Honors teaching. His department was disappointed with the sacrifice of research and journal publication that he was making. His professional standing was being endangered because he took the time to teach well and thoughtfully the best undergraduates that the university had attracted.

The director of one of the largest Honors programs in the nation, this time in another state university, told me about the struggle he had to keep and secure promotion for two of the most creative and scholarly teachers serving his students. Only the intervention of a high administrative officer saved them, against the disapproval of their departmental committee on promotions. They were wasting their time teaching bright students. Unread publications, reporting undistinguished research on insignificant subjects, would have brought them more personal gain than helping to shape some of the best minds on the campus.

On still another campus the director of Honors programs told me that he himself would have to get out of the work, precious as it was to him. His department still controlled his academic existence in this university. And his book on a minor historical figure was being delayed — along with his salary increase—by his devotion to the education of superior students.

I don't have to go on, do I? Unfortunately, I could. You answer that thus it has been for decades, and thus it will continue to be? Can't the process of higher education in English and the Humanities be improved? Have colleges and universities sold out totally to triviality and to bibliography by the running inch? Does CEA exist for nothing?

The Ph.D. is the butt of cynical jokes—not always justifiable? Some doctorates signify scholarly breadth and powers of synthesis, coupled with unusual ability to penetrate in depth at one chosen spot in time or in topic. A few doctorates even rest upon the ability to write a commendable page, to communicate not only the fact but the spirit and excitement of learning.

But only a few do. And nobody can tell, from the shape of the degree or from the name of the institution, which few do.

Every honest teacher loves and approves of scholarship. It is scholarship, our own and that of others, which puts us in possession of valid knowledge; scholarship which enables us to reach valid syntheses of knowledge. Scholarship — **real** scholarship—has a slow and secret growth, and may very well not burst into publication every four months.

Real scholarship is not quickie stuff The mania for **quickie publication** and for **researchism** which will turn up pay dirt in a hurry is the **enemy of scholarship.**

Publication is the act of making public. Publication is not the same thing as printing—not even printing in a "scholarly" journal (would the cynic say **especially** not there?). A printed page may be a very private place indeed, especially if no intelligent person would bother to embrace it with his spirit — Alexandrian dry-dust. **There is no nobler place to publish honest scholarship than in the minds of the most capable undergraduates in the colleges** of the United States.

Most of the better Honors programs I have found encourage breadth as well as depth. And rightly. The mark of a real intelligence is its eagerness for the structure of interrelationships; for synthesis of knowledge, and more knowledge, into larger and larger wholes of comprehension and wisdom.

I don't observe that this is the direction toward which doctoral studies and faculty researchism have been tending, least of all in the humane disciplines. I am not at all sure I have been noticing generous breadth and wide vision in graduate studies in our foremost universities. I am not at all sure I have been observing that the products of our present system are capable of giving guidance to the broad interests of truly intelligent students — except as individuals risk their academic necks and incomes.

I am heartened that so many people in the profession still do cherish cultural breadth and depth and enthusiasm, and the humane enlargement of their students—and still do risk their necks against the entrenched rigidities of researchism and quickie publication, and against ingrowing departmental illiberalities. But they **do** risk their necks.

My year of studying Honors programs has left me a little heartsick for my profession. The movement towards Honors programs could be the most blessed development for good teaching that has happened in higher education in this century —good for the student, for the teacher, for the institution, for the society. It could be; but it won't be unless . . . . Are we really too far gone to work out our salvation?

John Hicks
Executive Secretary

Television and Freshman English

Successful solutions to problems that arose in presenting a college credit course in written communication ("Freshman English") on open-circuit television have suggested a new approach in which television appears as an effective tool. (Written communication, as here conceived, involves those habits of thought necessary for understanding and evaluating expository and persuasive readings and for expressing ideas understandably and cogently. Mere "correct" English is not a primary concern.)

A solution to the problem of teaching reading and writing techniques without the use of the Socratic question-answer method usually used in the classroom involved the preparation of special exercises for the students and the coordination of these exercises with television demonstrations. The television teacher prepared the exercises for inclusion in the course study guide, using materials that he had used many times before in the classroom. These guided the students through the sequence of steps that had proved most effective in the classroom in teaching a given technique and anticipated the questions usually asked. In presenting a new technique on television, the teacher first gave a brief introductory explanation in one lesson and then assigned appropriate exercises to be done before the next lesson.

In the next lesson, he demonstrated how he would do these exercises himself, enabling the students to correct their method of application and results by comparison with his. (Having already worked with the exercises, the students were able to keep up with him even at the fast pace required by the condensed television lessons—slightly less than thirty minutes as against fifty minutes for a classroom lesson.) He then assigned more exercises and went over them in another lesson. After several practice exercises and television demonstrations, the students mailed in an assignment applying that technique.

For the teaching to be fully effective—especially when the students could not ask questions freely—these mailed assignments had to be graded and commented upon in a manner that supported the television demonstrations and the practice exercises. A solution to the problem of achieving such support when the television teacher himself could not read the papers—the size of the enrollment and his duties in preparing the television lessons prevented this—involved making clear to the grading staff (all regular members of the English faculty of the college) the specific purpose of each assignment and giving them explicit instructions concerning the kinds of comments to be made. The television teacher narrowly limited the objectives of each assignments, telling the students exactly what they were to be graded for. (Early assignments were graded for only two or three specific aspects of paragraph content and organization with no attention at all to "English.") He had the graders watch the television demonstrations and gave them special explanations of each assignment and sample papers with appropriate comments on them. He instructed the graders to comment upon only the specific techniques emphasized in a given assignment and to make positive comments, that is, comments indicating ways of improving the application of the technique rather than comments merely indicating defects. In some cases he provided a copy of his own completion of an assignment, which was sent to the students in addition to the grader's comments. Although some graders were unwilling to adopt grading procedures to which they were unaccustomed, the majority supported the television demonstrations effectively.

The fact that these solutions to the problems of television instruction in written communication were successful— a control study using the television teacher himself in the classroom and comparing television and classroom students of similar backgrounds and motivations showed similar achievement for both groups—has suggested a new approach to the teaching of written communication.

In this approach, extensive use of self-correcting exercises that would carefully lead students through the proper steps in applying a reading or writing technique, correcting their applications at each step with an example of a correct application, would enable students to spend more time correctly practicing each technique and less merely listening to lectures or discussions. (A great deal of such correct practice is necessary for developing habits of effective reading and writing.) Since increased correct practice would increase the students' success on written assignments and since correct papers can be graded more rapidly than incorrect ones, the teacher would be able to grade more papers. Making the objectives of each assignment few and very specific and limiting the grades to satisfactory (requiring a high standard of performance) or unsatisfactory (course grades would depend upon the total number of satisfactory assignments rather than upon the average quality of each) would further increase the rate at which papers could be graded. (Preliminary experiments with such assignments have resulted in grading rates for three-hundred-word papers varying from twenty-five an hour when less than fifty percent were satisfactory to more than forty an hour when ninety percent were satisfactory.) Also, many assignments with such specific objectives could be graded by assistants under the supervision of regular teachers using the methods of coordination found successful in the television course. Consequently, in addition to getting guided practice with the exercises, the students would write many more papers to be graded than are possible in the conventional approach.

Since the exercises, by taking over the main task of presenting techniques, would relieve the teacher of much of the burden of preparing class lectures and discussions (many class sessions could be "laboratory" sessions with the students working on exercises), he would have more time to devote to the careful perparation of occasional supplementary demonstrations and, more important, to the now thoroughly neglected problem of motivation. (To develop the lasting habits of thought and expression necessary for effective reading and writing, students must have specific motivation for developing each habit far stronger than that derived from a general desire to pass a required course.) Here television would be an effective tool. A single, carefully prepared and perhaps costly demonstration or motivational presentation could be given to large numbers of students on closed or open-circuit television.

A course conducted with this new approach and using television could have a much higher ratio of students to regular teachers than is possible with the conventional approach, would increase the amount of written work done by the students, and would give far more attention to motivation than is now possible. The results should be a significant improvement in the teaching of written communication.

Donald G. Thompson
Wright Junior College

NOTICES OF NOTE

And still they come: new journals from the universities—

1. In February, the University of Chicago Press launched **Midway: A Magazine of Discovery in the Arts and Sciences.** Aimed at the armchair scholar, the articles are drawn from journals and books published by the Chicago Press.

2. From Rice Institute comes the announcement of **Studies in English Literature: 1500-1900,** to appear in January 1961. Each issue of this new quarterly SEL will focus on one of its periods: winter, The English Renaissance; spring, Elizabethan and Jacobean Drama; summer, Restoration and Eighteenth Century; autumn, Romantic and Victorian. Manuscripts should be addressed to Carroll Camden, Editor, The Rice Institute, Houston, Texas. Subscription is $5.00 per year.

3. Just out is the first issue of the **Midwest English Review,** official organ of the Midwestern English Association. It is edited by Thomas H. Wetmore of Ball State Teachers College.

4. A new semi-annual critical journal is the **Wisconsin Studies in Contemporary Literature.** Subscription rate for one year is $1.50.

Suggestions on Giving Literature on TV

In the fall of 1958 I gave a survey course in American literature from the Civil War to the present on Chicago's educational television station. I am giving the same course again on television during the spring semester of 1960. While preparing and presenting the program I encountered problems and in attempting to solve them learned some things that might be of value to anyone teaching literature on television.

Texts

The biggest problem concerns required reading. A good standard anthology contains enough drama, poetry, and short stories, but few complete novels or other book-length works. Regular college students can conveniently draw books from the library, but asking television students to use a library for required reading should be avoided because of the difficulty many have in getting to one and the strain great numbers of readers would put on most libraries' resources. It is much better that television students be asked to buy copies of novels. If money is not an important consideration or if only one or two full-length books are to be read, such publications as Doubleday's Anchor Books or Rinehart's Reprint Editions, ranging in price from about seventy-five cents to a dollar and a quarter, are the best choice. A good number of valuable works can be found in such series and, since the publishers are experienced in supplying the needs of colleges, they are more likely to be dependable when they say a title will be available at a given date. The other alternative is to use books costing from twenty-five to fifty cents, published by Banner, Mentor, Pocket Books, and so forth. The principal difficulty with them is that they go out of print too quickly. Of the seven books of this type that I used in 1958, three are now out of print, an especially important consideration for one who kinescopes or video-tapes a course to be given more than once.

Study Guide

Most of the other problems are concerned in some way with remoteness. One almost indispensable means of lessening the remoteness of teacher from student is to prepare and distribute a study guide. Along with information about textbooks, examinations, and papers required, a study guide might contain material of importance that could not be given enough emphasis in television lectures because of lack of time: a statement of aims and purposes of the course, for example. It might also contain essays in literary and historical backgrounds, short reading selections reprinted from other sources, and suggestions for intelligent reading of the various forms of literature as well as selected bibliographies. But most important, from my experience, is a day-to-day list of reading assignments with appropriate questions for study based on the readings. The television lectures can be planned with the idea of discussing some of the questions in the study guide. Study questions can range from the baldly factual to the philosophical, but most should be based on close reading of the text under consideration. If a student reads a text with care, wrestles with provocative questions based on the text, and then listens to an explanation of it in lecture, he should have as good an understanding of it as is possible for him. If papers are required, the particulars of the assignments can all be spelled out in the study guide. If objective examinations are given, a sample page from a typical examination can be included as well.

The Audience

The teacher may have his own private sense of remoteness too. Unless he has a vivid imagination, the television teacher finds himself trying to teach the eye of the camera. He would do well to attempt to draw on his imagination and visualize a student or class listening avidly to his well weighed words. It might assist him in arriving at an accurate visualization to mingle with his students at registration time if personal registration is required. A fleeting look at a portion of one's audience is better than no look at all.

But students registered for credit probably will not make up the major part of the teacher's audience. Non-credit students and casual viewers will not only outnumber them but also make themselves heard by writing letters suggesting that the course be less formal, less dependent on required reading, more appealing to the general, more entertaining. The teacher would do well to decide at the beginning to what extent he wants to be general in his treatment in the hope of attracting a wide audience and to what extent he wants to examine specific texts previously read by students on which they will be examined. Achieving both ends would be ideal, but most difficult.

The distance between teacher and student can be reduced somewhat by telephone hours. The period immediately following the telecast is a good time to hold a telephone hour since the student is better able to frame a coherent question on material that is fresh in his mind. Personal conferences are also valuable, particularly to give students and teachers an opportunity to meet. Most television students are able to come to the college once or twice during the semester to attend these sessions. The classes can be used to discuss the results of examinations, papers, or the content of the course. If the course is well planned and outlined in a study guide, grading papers and examinations as well as conducting conferences can be delegated to another teacher.

J. T. Queenan
Wright Junior College

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Paperbound Previews

Looking for fresh material for text or collateral assignment? Take a look then at some books scheduled for paperbound publication over the summer. The list is a selective one, of course—one selected with the interest of the English teacher in mind. It focuses on original titles, and on new reprints of hardbound titles not previously available in inexpensive editions.

Ault, Norman (ed.) **Elizabethan Lyrics:** Putnam Capricorn Book.

Bellamy, Edward. **Looking Backward:** New American Library Signet Classic.

Bellow, Saul. **Adventures of Augie March:** Viking Compass.

Bierce, Ambrose. **Collected Writings of Ambrose Bierce:** Citadel.

Bree, Germaine (ed.). **Great French Short Stories:** Dell.

Brinnin, J. M. (ed.). **Emily Dickinson:** Dell.

Butler, Samuel. **Erewhon:** New American Library Signet Classic.

Conrad, Joseph. **Mirror of the Sea & A Personal Record:** Doubleday Anchor.

_____. **Nostromo:** New American Library Signet Classic.

Coulton, G. G. **Medieval Village, Manor and Monastery:** Harper Torchbook.

Crane, Stephen. **Maggie: A Girl of the Streets:** Fawcett Premier Book.

Cruickshank, John. **Albert Camus:** Oxford Galaxy Book.

Defoe, Daniel. **Journal of the Plague Year:** New American Library Signet Classic.

Eliot, T. S. **Poetry and Plays** (abr.): U. of Chicago Phoenix Book.

Fitzgerald, F. Scott. **Babylon Revisited and Other Stories:** Scribner's.

Freeman, Mary. **D. H. Lawrence: A Basic Study of His Ideas:** Grosset & Dunlap Universal Library.

Germain, Gabrielle. **Homer:** Grove Evergreen.

Goddard, Harold. **Meaning of Shakespeare** (2 vols.): U. of Chicago Phoenix Book.

Hall, Robert A., Jr. **Linguistics and Your Language:** Doubleday Anchor.

Hanford, James Holly (ed.). **Restoration Reader:** Grove Evergreen.

Harris, Zellig. **Structural Linguistics** (abr.): U. of Chicago Phoenix Book.

Hart, Moss. **Act One:** New American Library.

Herold, J. Christopher. **Mistress to an Age:** Grosset & Dunlap Universal Library.

Huxley, Aldous. **Brave New World Revisited:** Bantam.

Lattimore, Richmond. **Greek Lyrics:** U. of Chicago Phoenix Book.

Lawrence, D. H. **Kangaroo:** Viking Compass.

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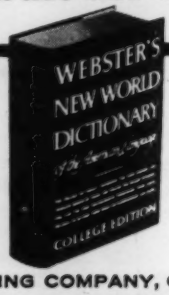

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TV College

(Continued from page 1)

to section teachers in order that the themes mailed in by students can be properly annotated and graded. The unit cost of instruction is therefore relatively high. In lecture courses like American Literature section costs can be lower because fewer student papers are required and graded.

From an institutional standpoint much has been gained by the experimentation in offering courses in the English field via television. There has been an opportunity for the development of new course outlines and materials. We have renewed our respect for the motivation and energy which is within the student himself. We have enjoyed the professional stimulation of defining objectives, shaping evaluation instruments and conducting control experiments comparing achievement of the several types of students, television and control.

Three years of experience in instruction via television maintaining standards equivalent to classroom instruction give ample evidence that adult students can learn by this method and earn creditable college credit. More complete information on the Chicago City Junior College experiment in television education is available in annual research reports dated March 1958, 1959 and 1960.

(Note: In this issue are two articles by instructors of the courses described above.)

Clifford C. Erickson
Chicago City Junior College

Language on TV

(Continued from page 1)

changed to the present arrangement, whereby I give three to five — usually four to five — talks per week, each of them being three to six or seven minutes long, under the title **Behind the Word** — the former **This Language of Ours** is now sometimes used as a kind of subtitle. **Program PM** itself runs from 8:30 to 10:30 each evening, Monday through Friday. My talks usually go on shortly before or after 9:00 p.m.

Some of the talks deal with questions which I myself raise, but most of them concern questions raised by listeners. They are, of course, primarily within the range of language, linguistics, and semantics (with only secondary reference to General Semantics) — etymology, spelling, pronunciation, stress accent, grammar, usage (colloquialisms, slang, jargon, the formal, the informal, etc.), phonetics, phonology, morphology, syntax, changes in meaning, etc. By way of example, here are just a few of the items discussed: re etymology — **skewjaw, leprechaun, bissextile, philom., Santa Claus, monkey wrench, balustrade, varsity, excelsior** (packing or stuffing material), **January**; re spelling — ten very difficult words (**inoculate, embarrass, harass, supersede, innuendo, rarefy, vilify, plaguy, desiccate, picnicking**); re pronunciation—**dacron** (with the **a** of **day**, or that of **dally**?), **genealogy** (is **al** like "Al," or like the **ol** of **Ollie**?), **behind** ("beehind," or "buhhind"?); re stress accent (and morphology) - **-ly** beside **like, afire** beside **on fire, maudlin** from **Magdalene, city** from **civitatem**; re other classifications —"real good," "anybody's else" (or "anybody else's"?), "as follow" (or "as follows"?), **like** versus **as** (for a conjunction), **whether** versus **if, "his** coat" and "**her** hat" (adjective, or pronoun?), "Have got" for **have**, "out loud for **aloud, not so** versus **not as, fetch** versus **bring** versus **carry, Soviets** versus **Russians**, (origin of) "out in left field," **glamor** beside **grammar, colonel** (why **olo** with the sound of **er**?), Southern "Ah" and "mah' for **I** and **my**, "War Between the States" versus "Civil War," **up** as an intensive (as in "burn up," "eat up"), **sideburns** from **Burnsides, "gentleman cow"** for **bull, temblor** versus **tremor, flammable** versus **inflammable, Hi!** for **Hello!**, "If I was you" versus "If I were you," "It's me" and "Who did you see?", etc., etc. As of March 30 I have given well over a hundred of these radio talks over WBZ - WBZA in approximately nine months — about a hundred in the last six months.

Many of the problems that I discuss involve the liberal, historical, descriptive, statistical, as against the conservative, prescriptive, puristic, static; actual usage versus logic. Among my greatest aids, therefore, are the monumental **Oxford English Dictionary** (13 volumes), Craigie and Hulbert's **Dictionary of American English** (four volumes), and Mathews's **Dictionary of Americanisms** (two volumes), all on historical principles; Mencken's **American Language** (three volumes); the old **Century Dictionary and Cyclopedia** (10 - 12 volumes); Kenyon and Knott's **Pronouncing Dictionary of American English**; and Julius Pokorny's **Etymologisches indogermanisches Worterbuch.** Such books as Greenough and Kittredge's **Words and Their Ways in English Speech** and Marckwardt and Walcott's **Facts about Current English** are of great help, too. Various other sources, especially in phonetics and linguistics, indispensable in this work, are too numerous to mention here.

This sort of work takes a great deal of time. In preparation for each weekly half-hour lecture on TV I must have spent fifteen to twenty hours. Each weekly stint of radio work consumes, I should say, ten to fifteen hours. One reason for the greater amount of time necessary for television is that I never wrote out my lectures, but always spoke impromptu; this fact required intense preparation, so that I might remember organized material under the heat and glare of studio lighting and in front of the starkness of camera and microphone. I strove to avoid being viewed or heard as reading script, even notes — except, of course, when quoting a passage of some length. In radio the situation is quite different. Here I write out and read all my talks, usually eighteen to twenty-two pages of script per week. I do very little extemporizing, but I try to avoid sounding as if reading. Furthermore, all my talks are put on tape in one of WBZ's studios and broadcast from the tape with such fidelity, thanks to WBZ's fine equipment, as to sound live.

On television I reached half a dozen States; on radio, because of the enormous power of WBZ and WBZA, I have so far reached two or three times that number. About 200 letters, cards, and notes concerning the programs have reached me from fourteen States — at least from Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Pennsylvania, Ohio, West Virginia, Iowa, Maryland, the District of Columbia, Georgia, and California. People in Georgia and Washington, D. C., frequently hear the talks — one in Georgia gets them on a little five-tube receiver.

Judging from my mail, I reach people in a wide range of age, occupation, and condition: from thirteen-year-olds to the elderly; from people of little formal education through teachers in public, private, and parochial schools, to university professors; from farmers to business executives. One censored letter came from an inmate of a Vermont prison!

The fact that my director, Bob Nelson, always introduces me with some such resounding words as "PM's language expert, Dr. James T. Barrs, associate professor of English, Northeastern University" puts me under heavy responsibility, and I have a great deal to live up to. After each of my talks Bob invites questions, and so I get questions on almost any phase of the English language. Many of them I can not answer right off, if ever. I'm months behind; for several weeks I've been struggling, for example, with the origin of "bendebow," which seems to refer to thin ice that ripples or buckles when a person walks over it. What does it come from?

I've never had a sponsor in either television or radio. I do the work because I love it, and shall probably continue doing it as long as my university has no objection and as long as WBZ wants me — or until I just get tired and quit. Bob Nelson and Bill McGowan, director and producer, respectively, of WBZ's **Program PM**, of which my "Behind the Word" is a part, are very much interested in the English language as such, and they are able students of it; their sympathy and appreciation are gratifying, and no less so is the response of my listeners.

James T. Barrs
Northeastern University

Letters To The Editor

Sir:

As an editor of the journal originally publishing Mr. Gottesman's "Enquiry Concerning Old English," might I be allowed to direct your readers' attention to two items in our Winter 1960 issue: Mr. Fred C. Robinson's article on Chadwick's **The Study of Anglo-Saxon**, and "Chadwick in Practice"? Anglo-Saxon studies are, fortunately, a more complex issue than Mr. Markman recognizes.

May I also point out that **GSE** is a rather less restricted enterprise than your welcome "Notice of Note" suggests? Well over half the contributors to our first ten issues were full-time university or college teachers, and among the topics are Pater, Middleton Murry, James, Descartes, Soviet Russian fiction, and the homosexual novel.

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REPORT FOR 1950-59: PART III

(Note: Parts I and II of the former Executive Secretary's report appeared in the March and April issues.)

III. The Future

In the concluding section of this report, I wish to turn from the **then** of 1950 and **now** of 1959 to the future for the CEA. I wish to consider both specific matters of organization and operation and general featuring, objectives, or goals. Both types of consideration are in order. We need to look for ways of strengthening the organizational and operational development of CEA. This, in turn, means that we need to look freshly at the revised image of ourselves as an association of teachers of English and allied studies in American higher education moving into a future that will severely test our adaptive power, stamina, and integrity as persons and as a profession.

A. Intra-Organizational

1. The CEA Critic

So far as CEA editorial services are concerned, there is a basic contrast, in this respect, between the **then** of 1950 and the **now** of 1959. **Then**, the CEA national administrative secretary and the editor of **The CEA Critic** were altogether one and the same and, except for the aid afforded by a part-time secretary, all the work connected with both offices was done by one and the same individual.

Since then, the following changes have occurred:

(1) While retaining ultimate responsibility for **The CEA Critic**, especially for over-all policy, the executive officer has come to rely almost completely on his managing editor —in effect an executive editor—for seeing that this aspect of CEA enterprise functions adequately and tries to develop.

(2) Provision has been made for an ongoing Committee on **The CEA Critic** and other publications; and, when fresh appraisals have been called for as to format, etc., this committee has functioned.

(3) During some years in this 1950-59 period, there have been several advisory editors, an informal board of editoral advisers.

It seems to me that, here, we have at least a twofold problem to consider as we attempt to chart the course of CEA's development in the next decade:

(1) What, in the future, should be the relationship between **The CEA Critic** editorial staff and the CEA executive secretariat?

(2) What sort of systematic editorial advisory service, if any should be provided the editorial staff?

Here, is would seem desirable to seek the best accommodation between the utterly independent editorial initiative and the editorial situation in which the editorial staff find themselves minutely controlled by some other agency within the organization being served.

2. The National Executive Secretariat

As articles in **Fortune** and similar magazines have pointed out, and as Parkinson's Law satirically celebrates, "decentralization" or "delegation" or distribution of responsibility" is not an unmixed gain. With each step of decentralization, new provisions for checkup and coordination have to be made; and when those to whom responsibilities are delegated by decentralization default in fulfilling their responsibilities, the situation is worse than before the decentralization was effected. **This holds true particularly where one depends on the fractional time of volunteer workers.**

How at once to gain the benefits of decentralization or distribution of responsibilities among executive secretariat and other officers and directors and regional liaison leadership groups and, at the same time, to avoid the disadvantages and the pitfalls of such decentralization—this is a major problem for us to consider as we think of the organizational provisions that have to be made for our more effective functioning in the next decade.

It seems to me, therefore, that, put into extreme terms, the question is—should the CEA continue to be what it has been during most of the first twenty years of existence—namely, that sort of organization which, in effect, is identified with a strong executive officer who, within the relatively wide limits of a broad and comprehensive mandate, has maximum latitude for individual initiative, responsibility for decision and implementation; or that sort in which the central administrative office is the comparatively routine implementer of policies, programs, etc., vigorously initiated and developed by these national officer-director groups and the regional-national liaison; the sort of administrative officer who carries out decisions made by others far more than he is the initiating agent, the "spark" for new policies, programs, activities.

Of course, this is a stark statement of opposites. In practice, we are not drawn to such an **either-or** decision. In practice, we probably can work out a relationship in which much of the policy-making initiative and control rests with the other officers and directors and the national-regional liaison group, while there will still remain ample range for the individual enterprise, ingenuity, and freedom for tactical maneuver and enterprise of the executive officer.

As I move toward the end of my tenth year in executive office with the CEA, I am bringing to the point of decision a line of thought that has occupied me for the past three or more years, and that leads to formulating a set of recommendations to the officers and directors for consideration in the adoption of policies looking toward CEA's third decade.

When I took over the duties of CEA executive officer, I accepted the charge to initiate and develop policies, programs and personnel patterns I regarded as being for the best interests of the Association and its constituency. I now continue to attempt to fulfill this responsibility, as I have been thinking of a strengthened executive secretariat, and I wish to offer the best recommendations I can muster for the future.

While I have not yet completed the details of these recommendations, my thinking leads me in this direction: As it rounds out it twentieth year, the CEA is truly a **national** organization. For this reason, we must not allow regional or institutional provincialism to deter us in securing the best possible working leadership that will maintain and increase the level of services of the national secretariat —particularly in its relationship with the regionals.

To me, this means—we ought not to turn only to men from the "West," or men from the "East," but to men from whatever section of the country, who can best help us carry on the various kinds and levels of services required, in increased measure, for the further realization of one of the ruling concepts of the CEA in the past decade—namely, of a strong and flexible federation of virtually autonomous regional affiliates.

Indeed, the very autonomy and variety of organizational, functional, and programmatic types found among these regional CEA affiliates, the divergencies of personalities among their leaders, the differences in their educational philosophies and their ideas about the study and teaching of language and literature—all these will make it all the more important to select experienced regional aids to augment the central staff.

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What I propose, therefore, is an expansion of the present pattern of national secretariat organization to include several administrative assistants at different places—men who have a feel for what we have been trying to do regionally and nationally, and who already have records of commendable—in some instances strikingly devoted and otherwise superior—work for CEA—work involving at least some degree of leadership responsibility. I think, for example, of John Hicks, Carl Lefevre, Patrick Hogan, Lee Holt, Don Lloyd, Don Sears, John Ball.

This would serve at least two major purposes: (1)) It would provide further strengthening of the liaison between the regional activities and the national. (2) It would enable the CEA to make the best possible selections for future secretariat staff to administer the CEA's further development in its third decade.

B. Inter-Organizational

The national CEA, by its temper and range of concerns and its deliberate appeal to the "independents" of the profession, has never aspired to impact by sheer mass. It has hoped to make its impact by the liveliness of mind, the moral and intellectual energy, the efforts at fresh and imaginative solutions to our professional problems, a certain quality of candor and down-to-earth realism and of professional conscience and courage and an insistence upon matching actions to words.

The CEA has been and continues to be an organization that makes its mark by the exertions of Goethe's "significant individuals," and for such accomplishments, great numbers, though to be welcomed, are not essential. In fact, when one considers the impact that the CEA has made and the present position of prestige and responsibility it occupies, one is inclined to repeat the famous words: "Never have so many owed so much to so few."

It is upon these qualitative aspects that our **then** and **now** comparisons should focus, and when we do so, we many best make our point by citing, in contrast to our relatively sporadic and scattered sort of impact of 1950, our systematic role in what may turn out to be the most important event for our professional organizations and hence, in certain respects, for our profession itself—in recent decades. I refer to the formation and the functioning of the Committee on Basic Issues in the Teaching of English.

During the past several years, at every phase in the shaping of this project—unprecedented in enlisting the four major organizations of our field in a joint enterprise—the CEA leadership has played a substantive role. On the working committee we have had, in addition to the CEA executive director, **ex-officio**, the following directly connected with the current official CEA leadership—Carvel Collins, Bruce Dearing, Autrey Nell Wiley, and Henry Sams. In addition, there have been on the committee, several other members within the general CEA leadership orbit.

In the next phases of this cooperative effort, the CEA will be expected to render, far more deeply and broadly than thus far, its characteristic types of service—particularly grass-roots conferences and, as the Basic Issues report suggested, in the realm of effective relationships between our discipline and other branches of the profession and that of effective interpretation, to the general public, of English studies and teaching.

All this, I believe, is indicative of the progress we have made, since 1950, in providing leadership within the profession—as, if you will, inter-organizational citizens. It has been gratifying to realize how our CEA experiences of the preceding developmental years gave us the strength and the competence to play this role when the opportunity for it opened up.

A master-concept—shaped in the spirit of CEA forward-looking pioneers and their successors—has guided our efforts during the 1950-59 period. That concept has visualized a network of vitally interrelated regional affiliates, nourished but not dominated by **The CEA Critic** and other national publications, and by the annual national program, together with a flexible, energetic, resourceful, dynamic central headquarters; a federation encouraged, but not pampered or coerced, by the national office. It was to be an image of a nationwide federation of regional affiliates concerned with grass-roots needs, problems, and opportunities seen within a national context. So important has former CEA President William Werner regarded this that he has declared that, if for no other reason, CEA's regional services justify its existence.

The grass-roots local, area, and regional conferences are likely to be a major emphasis in the sequel to the now completed report of the Committee on Basic Issues in the Teaching of English. Thanks to its maintained commitment and development of a rich body of experience in setting up and stimulating the growth of such grass-roots conferences—the CEA is now in a good position to be of exemplary service in this field of possible future cooperative efforts among the cooperative English program participants.

The same holds for CEA's experiences through the CEA Institutes—and their successor, The Humanities Center Institutes. It is significant that, in the draft version at least, of the final report of the Committee on Basic Issues in the Teaching of English, the CEA was twice cited to illustrate how, in the envisioned future cooperative efforts each of the agencies would be called upon to render characteristic services. The report cites the CEA as the agency which has built up a great deal of experience in interpreting the profession to the general public, and it visualizes the CEA as rendering further distinctive services along this line in a future division of labor among the cooperating agencies.

C. Vision and Image

Turning now from operational and developmental specifics to general vision and objective, I wish to offer a characterization of the CEA of the 1960's. Through this characterization I believe I can best indicate my own faith in the future of the CEA, and my own idea of what shape it is to take to fulfill the law of its own being. Admittedly, what I present is an ideal, but it is not an impossible ideal—it is an ideal that, in my opinion, has real probability of fulfillment—it is a realistic projective model for motive power.

I picture the CEA of the 1960's as continuing to be:

(1) A combination of literary club and cracker-barrel swaptalk, shop-talk exchange, an ongoing public forum or professional "colloquery." As such, the CEA will continue to provide a place where the individual college English teacher—young or old, of high or low degree, not having to stand on professional dignity, pomp, or ceremony, can talk to and with his colleagues—off-the-cuff, off-the-record, informally, personally. As such, the specialists can exchange views with fellow-specialists—but within a generous context that should unite them as general practitioners of language and literature as a humanity serving the interests of liberal education.

(2) An informal channel of professional catharsis and therapeutics. While the CEA should avoid having to be characterized, exclusively or dominantly, as a "frustration forum" (Professor Nethercot's

(Please turn to page 10)

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Report for 1950-59

(Continued from page 9)

characterization of it in the late '40's), it should continue to provide a safety valve for the profession, through which we can blow off steam, an opportunity for the frankest griping sessions. Of course, this has its embarrassments and even its risks. As soon, however, as the CEA ceases to provide this escape valve, it abandons one of its most intimate reasons for being. This is responsibility for a **negative** function, but it is important, both in itself and because it is often a step toward the positive.

(3) An initiating agency for professional probing and reconnaissance at the frontiers—at the areas of tension—involving urgencies either not yet sensed by the profession-at-large or by other organizations servicing the profession; or, if sensed, not yet articulated—not yet formulated to the point of systematic presentation.

In this role, the CEA will continue to call public professional attention to these areas of implicit, incipient, or already emerged crisis —major or minor—and will seek to stimulate the freshest, liveliest, most varied thinking and discussion of these critical areas — these points of critical tension. It will do so especially through numerous grass-roots, local, area, or regional gatherings of English teachers, concerned about their own local problems, needs, hopes, aspirations. The CEA will continue, once the urgency has had sufficient public attention and agitation, to be content to have other organizations, better equipped, and better funded, and temperamentally better adapted to the purpose, take over and patiently, systematically work out the detailed solutions, applications, or implications.

(4) A mediative agency enabling the profession to go through a period of radical reorientation with a minimum of serious dislocation and a maximum of clear-sighted, self-confident constructive change.

(5) A field of self-realization and public recognition for the "significant individual" within the profession. Here the seemingly "off-beat" professional youngster may have a chance to find out if he is just eccentric or a truly creative maverick: and here the individual of talent for organizational service to the profession may have, in Napoleon's terms, an "open career"—provided that this is linked with a sense of organizational and professional responsibility.

(6) A gadfly in the tradition of Socrates, a candid, forthright courageous voice of our professional conscience and our humanistic commitment; an apologist, a spokesman in the prophetic tradition, and a morale builder for our colleagues at the educational and cultural frontiers (these may be quite close, geographically, to our great centers of education and culture).

(7) **A third force.** Among the organizations sharing our professional responsibilities, the CEA should continue to be what is has become more and more explicitly and pervasively during the latter years of the 1950-59 period—a "third force" —alert, flexible, imaginative, and, above all, with a deep and realistic sense of basic responsibility to the student, the profession, American higher education, and American society and culture.

For both (6) and (7), the CEA must keep working at an effective mediation between individualistic freedom and corporate responsibility. From time to time, some have had the notion of the CEA as carrying the concept of individualism to the extremes of crack-pot eccentricity and unscrupulous predatory power-play by irresponsible strong men or would-be strong men.

It has been a major task of the national executive, in the 1950-59 period, to develop, as part of this twofold concept— of CEA as the organization for the creative maverick, and of CEA as the third-force maverick organization—the compensatory corrective of organizational integrity and responsibility. This has been one of the most difficult assignments for the national CEA executive. It has meant giving the strong-willed, energetic maverick personalities with their own causes and careers to advance an adequate field for self-assertion and self-development. But it has also meant providing sufficient pressure of containment to insure the continued integrity and autonomy of the organization as a whole and to prevent jamming or breakdown of the national administrative machinery and its liaison with the regional groups.

It has meant, also, giving the various schools and parties within the profession and the CEA constituency a fair field for the assertion of their philosophies, for the advancement of their movements—without allowing any one of them to take over the CEA. At one time or another in the past decade, almost every **-ism** connected with our profession has sought to gain for itself the official and exclusive sanction of the CEA and to make of the CEA its official instrument. Similarly, throughout this period, strongly assertive—sometimes belligerently aggressive—personalities within the profession have sought to impose their doctrines or dogmas upon the CEA as its official and exclusive doctrines or dogmas.

Here, too, it has been the difficult and at time seemingly impossible task of the national executive to give the proponents of the **-isms** their opportunity for a public hearing, to harness for constructive use by the CEA and the profession the energies represented by the advocates of these **-isms** or of personal doctrines or dogmas; yet at the same time, to maintain the effective wholeness, unity and autonomy of the CEA for its enduring functions. These are—as agent of interrelationship and creative mediation, as ongoing forum or colloquery, as reconnaissance scout and pilot project explorer, as gadfly and courageous voice of the professional conscience, as provider of the broadly humanistic context of the general practitioner in an age of specialism, as sponsor of the creative maverick and as critical or decisive third force in the sphere of inter-organizational efforts.

Another difficulty that the national executive has had to cope with during the 1950-59 period—and that will continue to make itself felt in the '60's—stems from the distinction between the CEA as an organization and the CEA as a movement. This distinction, in the past decade, has had far-reaching implications. It helps to explain why, apart from divergences based on ideational or doctrinal differences, and apart from those divergences that are linked with basic differences in personality or temperament, there have often been, and continue to be such strong contrasts among CEA leaders, as to their attitude toward CEA program and development.

Those who prefer to regard the CEA as, chiefly, an organization, are likely to place great stress upon the sheer machinery— upon committtees and formal meetings, and detailed routine correspondence and, above all, the systematic, ongoing, routine services, as well as programs that do not represent dynamic movement, but rather

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competent repetitions of the tried and true.

Those who prefer to regard the CEA as, chiefly, a movement, are likely to place great stress upon speed, versatility, ingenuity, imaginative innovation in advancing one or more causes regarded as, at the moment, urgent for the profession. They are likely to be impatient of the sheer machinery—of the routine committee structures and functioning, of formal meetings, and routine correspondence, routine reports, routine programs, however tried and true.

This basic difference in assessment of what is important and what is secondary in the CEA is reflected among our regional affiliates. It may be seen, also, in the designing of the program for the annual meeting; and in conceiving of the relationships between what transpires at the annual program session and what goes on, subsequently, at the regional meetings and in the columns of **The CEA Critic.** The CEA leaders of the formalistic type are concerned with the proper completion of a given program as an event in itself. The dynamists are concerned with it in terms, not only of its immediate impact, but also of the thrust that it contributes to the CEA's subsequent activities.

One of my big problems, as executive officer during the past ten years, has been to try to reconcile the demands of the formalists with those of the dynamists; to see to it that the CEA gains the benefits of both with a minimum of the disadvantages linked with either. Without the formalists, we would not now have the organizational firmness we possess. Without the dynamists, we would be a fine machine that couldn't be got off the ground. I believe that **one of the key problems that we face in the next decade of the CEA's development is this truly satisfying reconciliation of the formalistic and the dynamic elements of the CEA leadership, organization and operation.** The solution will not be easy. For one thing, as early sections of this report have tried to bring out, some of the causes which in the past have given to the CEA dynamists their chief channels of assertion have now been won in principle. For another thing, we have moved into a period of strong inter-organizational cooperation.[1] In some ways, this very situation tends to thwart at least the more individualistic modes of the CEA's dynamism, except as these can be directed into the limiting channels of the cooperative enterprise.

1. See The Resolution adopted by the National Council of Teachers of English, November 27, 1958:
XIII. WHEREAS the cooperation of English teachers and the national organizations representing them is necessary to the definition and solution of their common problems; and
WHEREAS the National Council of Teachers of English, the Modern Language Association of America, The College English Association, and the American Studies Association are now working together through a joint committee called the Conference on Basic Issues in the Teaching of English; be it
RESOLVED that the National Council of Teachers of English
1. Express its appreciation both to the participating organizations and to the members of the committee for their willingness to meet together to study common problems and for the purpose of preparing a report expressing the collective thinking of the four groups; and
2. Recommend that this kind of collective action be continued in the future for the improvement of the Profession.

IV. Conclusion

The Seventy-Fifth Anniversary Issue of **PMLA** (1958) contains two passages (in the Executive Secretary's "Shape of Things to Come") which offer specific correlative commentary on ideas stressed in my report.

The first of these passages points to the Ryan Report on Revision of the Ph.D. Curriculum in English; it highlights the CEA's development of the Humanities Center programs; and it mentions the CEA's participation in the "Cooperative English Program."

The second passage implicitly confirms our foresight in focusing attention, through the '50's, via national meeting programs, **Critic** articles, and regional CEA discussions, on the new linguistics. Both passages follow:

(1) (pp.80-81) "The air is filled with calls for clarification, definition, enunciation of standards and qualifications . . . . The College English Association is studying the rigidity of Ph.D. requirements in hopes of reforming them and bringing the Ph.D. training more in line with teaching needs . . . . The College English Association has parlayed a modest institute for discussing the humanities and industry into a Humanities Center for Liberal Education in an Industrial Society, and has recently held its third annual seminar there on the elaborately stated question: "In this Time of Satellites how may men of thought in the most crucial sectors of American life work confidently together as allies in the democratic enterprise, to insure the kind of citizens whose knowledge and wisdom will be able to cope with the demands of the future?' The MLA, NCTE, CEA, and ASA, supported by a grant from the Ford Foundation, have joined in a series of conferences to clarify and define the basic issues in the teaching of English."

(2) (p. 84) "One of the greatest pressure points of the future centers in the adjustment of the new linguistics to the teaching not only of grammar but also of literature."

Finally, it seems to me that, as we envisage the CEA of the 1960's, we might do well to bear in mind a thought taken from one of the nineteenth century prose writers I have taught for so many years. It is from Carlyle, and it is the observation that each generation has to rewrite history in its own idiom. We might similarly say that, each year, our profession and hence our CEA, has to restate its basic issues in its own idiom and has to attempt fresh solutions or fresh formulations of the problems related to these issues. This helps explain the perennial vigor of the CEA—especially as ongoing forum or colloquery through meetings and **The CEA Critic.** It also helps explain why, in spite of the

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RESEARCH PAMPHLETS

Most freshman English teachers have considered the relative merits of the many pamphlets of controlled research materials now available. Many of us have tried them, and they have been discussed in the pages of **College English, The CEA Critic,** and similar publications. What is the extent of our use of them?

Early in 1960 some data cropped up at the Air Force Academy that constituted a survey of what had been done in the freshman research instruction in 101 colleges and universities during 1958-59. Some 123 men of the cadet class which entered the Air Force Academy last fall had had freshman English and were moved from the Academy's regular English program to an accelerated program. In the process they were surveyed to see if they had had research instruction. Most of them had.

The 123 cadets surveyed had had their freshman English in 101 state, city, and private universities, in junior colleges and in technical colleges. This seemed to me a broad and random sampling. Of the 123, 100 had had research instruction, or 81%, and 98 of the 100 had written one or more research papers.

Of the 100 who had been taught research, 84 (also 84%) had had their instruction in the older method of library-centered research. Of the 16 who had used pamphlets, 12 used a pamphlet and other freshman texts only; and 4 cadets had used both pamphlets and library.

Of the 100 instructed, all but two wrote research papers. Some 69 wrote the usual one paper. But 23 wrote 2 papers, 3 wrote 3, one did 4, and 2 had done 5 papers.

To sum, 81% of the cadets surveyed had received research instruction, and of these a large majority (84%) had received library instruction only. Only 16% had instruction using pamphlets, and only 12% using pamphlets alone. Some 69% wrote one paper, and a hefty 29% wrote more than one research paper.

James L. Jackson
Air Force Academy

Report for 1950-59

(Continued from page 11)

attendant and consequent disadvantages, the CEA has tried to keep clear of final and absolute commitment to doctrines or dogmas.

Not only is the full meaning of the CEA greater than the sum of its regional affiliates and the national headquarters office and functioning, and **The CEA Critic** and other CEA publications, and the personalities that have worked in and for the CEA. The CEA is greater than any single formulation that, after long and hard work, has been shaped for it (with implications and implementations all spelled out). It is greater than the whole aggregate of formulations that have been drawn up for it and that have been given wide public hearing. It is greater than the most comprehensive formulations as well as the more limited ones; the explicit ones as well as those that are formulations by indirection and inference.

It is greater than the formulations—and even of the works—of Burges Johnson, Robert Gay, and the other "founding fathers"; in the late '40's and the '50's, of so many other CEA leaders—Theodore Spencer, Gordon Chalmers, Levette Davidson, Ernest Leisy, Matthew Pearce, Thomas Marshall, Nathan Starr, Norman Holmes Pearson, William Werner, Morse Allen, Edward Foster, Robert Fitzhugh (for example, both in his 1953 **Credo for CEA** and his trenchant introduction to the **CEA Symposium** of 1954); F. Cudworth Flint, John Ciardi, Lionel Stevenson, Donald Lloyd, Kathrine Koller, Ernest Earnest, John Ball, Lee Holt, Carl Lefeve (**n.b.**, his report on "The Ongoing Concerns of CEA"); George Horner, Alvan Ryan (**n.b.**, his report on Ph.D. Curriculum Revision); Autrey Nell Wiley, Harry Moore, Carvel Collins, Bruce Dearing, Harry Warfel, Henry Sams (**n.b.**, his formulation for the 1958 anniversary issue of the PMLA), and so many more.

Where, in our time, can we find a professional organization that has had so many of its leaders give such distinctively personal and devoted effort to this continuing creative process of self-identification, self-examination, soul-searching, and self-definition—all with an eye to equally devoted **action** in accordance with their formulations. Where can we find an organization that, as a result of this continually renewed process, has accumulated such wealth of documents from which, for years to come, it can keep drawing energy, wisdom, and inspiration?

I know that, often, those who have shaped these formulations have been disappointed at the seeming discrepancies between efforts expended in their making and the rate, range and intensiveness of their inplementation. Yet, in the long run, these discrepancies are, indeed, demonstrated to be only apparent. A good book, says Milton, is the lifeblood of a master spirit treasured up for a life beyond life. Similarly, the studies, the reports, the annual presidential messages, the other more or less extensive, more or less inclusive pronouncements about ideals, principles, policies, objectives, methods, professional reform, and the like—all these formulations, once launched on the stream of CEA thought and development, are available for reference through a long future, and they are often turned to, as they will continue to be turned to, for vital sustenance for the CEA leadership of the future. Through them, the CEA can long keep renewing its "Deuteronomy" and keep revitalizing, re-energizing its planning and programming. For them, the CEA generally and the national CEA executive in particular are and will continue to be deeply grateful.

Yet, without belittling any of these efforts at formulation mentioned above, we can accurately say, as Carlyle said of Mirabeau: **The CEA has devoured all formulas**; and its is greater than any of them or than all of them combined. It has transformed—it can keep transforming—these formulations into sustenance for its restless and creative spirit, and into projective force for its dynamism. Above all, these ever-continuing efforts, by the successive generations of CEA leadership, to arrive at fresh formulations about its meaning and potentiality insure that great benefit to the profession and American higher education which is implied in Mill's warning (**On Liberty of Thought and Discussion**), and with which I prefaced the printed presentation of the 1953 **Credo of Robert Fitzhugh**: However true an opinion may be, "if not fully, frequently, and fearlessly discussed, it will be held as a dead dogma, not a living truth."

As is readily understandable, there is a strong tendency, if one is conscientious and realistically aware of the discrepancies between ideal and practice, intention and fulfillment, to transform such a report as this—which, in effect, is an interpretation of the development of an organization as seen from the national executive desk—into an apology, a defense for one's stewardship. I have tried to reduce this tendency to a minimum, keeping before myself the objective of furnishing the CEA officers and directors, the national-regional liaison group, the regional CEA leaders, the CEA constituency at large, an historic perspective and a projection which hopefully will prove of greatest use to them as we move into the third decade of the CEA's service to the profession and to American higher education.

I end this report with deepest gratitude for all the support and encouragement given me in my CEA executive duties from 1950 to the present time. In particular, to my administrative predecessor, Bob Fitzhugh, and to secretariat associates Lee Holt and Al Madeira, and to our national office staff, past and present, especially, Rhoda Honigberg, Rosemary Messer, and Marilyn Ercoline, and to our current and recent officers and directors—notably William Werner, Norman Holmes Pearson, Kathrine Koller, Bruce Dearing, Harry Warfel, John Ball, George Horner, Don Lloyd, Harry Moore, John Ciardi, and Henry Sams, I wish to voice my deep indebtedness. To John Hicks, Pat Hogan and Don Sears I wish to say the same.

And for their faith in the importance of CEA work, for their confidence in my ability to do this with credit to the University and as a real contribution to American higher education, and for their heartening personal and administrative support of our CEA work, I wish here, once again but with renewed freshness of realization, to express my gratitude to President Jean Paul Mather and his administrative associates at the University of Massachusetts—especially Treasurer Kenneth Johnson, Provost Shannon McCune, and Dean Fred V. Cahill, Jr., of the College of Arts and Sciences.

Maxwell H. Goldberg
Executive Secretary, 1950-59

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